



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12161557
SAU: MSAD 22
School: George B Weatherbee School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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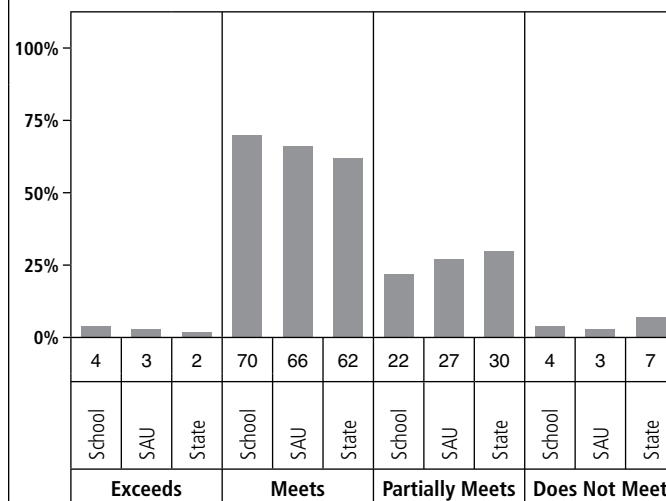
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 22
School: George B Weatherbee School

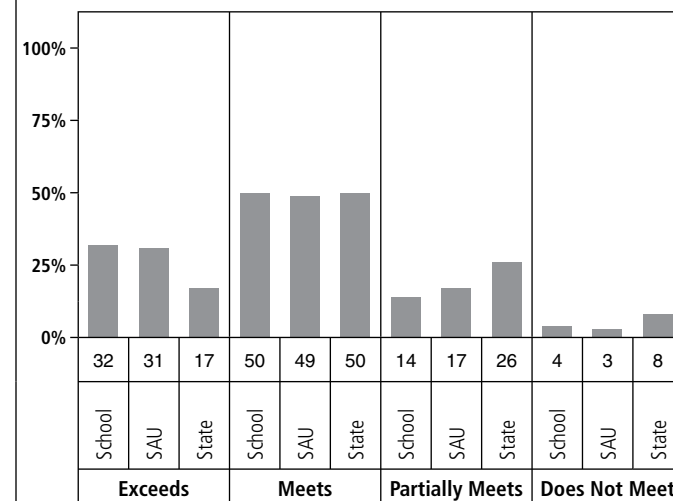
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	348	346	345
2006–2007	348	346	345
2007–2008	347	346	344
Cum. Avg. *	348	346	345
Mathematics			
2005–2006	350	348	344
2006–2007	351	350	347
2007–2008	355	354	347
Cum. Avg. *	352	350	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 22
 School: George B Weatherbee School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	80	100	121	100	13803	100	78	98	119	98	13714	99	78	98	119	98	13710	99						
Ethnicity African American/Black	2	3	2	2	399	3	2	100	2	100	391	98	2	100	2	100	392	98						
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99						
Asian or Pacific Islander	0	0	2	2	210	2	0	0	2	100	205	98	0	0	2	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	77	96	116	96	12916	94	75	97	114	98	12846	100	75	97	114	98	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	18	22	18	2358	17	14	100	22	100	2333	99	14	100	22	100	2329	99						
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
Economically disadvantaged	13	16	21	17	5584	40	13	100	21	100	5535	99	13	100	21	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	60	75	97	80	10650	77	60	75	97	80	10678	77						
Identified disability (PET/IEP)	2	3	6	6	475	4	2	3	6	6	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	16	20	20	17	2936	21	16	20	20	17	2911	21						
Identified disability (PET/IEP)	10	63	14	70	1735	59	10	63	14	70	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	6	38	6	30	986	34	6	38	6	30	958	33						
Participation through alternate assessment (PAAP)	2	3	2	2	123	1	2	3	2	2	121	1						
Identified disability (PET/IEP)	2	100	2	100	123	100	2	100	2	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	2	3	2	2	80	1	2	3	2	2	81	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 22
School: George B Weatherbee School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	5	6	4	352	3
	2006-2007	1	1	2	1	332	2
	2007-2008	3	4	4	3	227	2
	Cum. Total*	8	3	12	3	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	65	76	100	69	8641	62
	2006-2007	81	78	118	72	8691	63
	2007-2008	53	70	77	66	8403	62
	Cum. Total*	199	75	295	69	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	13	15	28	19	3671	27
	2006-2007	17	16	35	21	3781	27
	2007-2008	17	22	32	27	4018	30
	Cum. Total*	47	18	95	22	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	5	10	7	1163	8
	2006-2007	5	5	9	5	1021	7
	2007-2008	3	4	4	3	938	7
	Cum. Total*	12	5	23	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	30.4	66.1	29.6	64.3	27.6	60.0
Literary Text	23	50	15.8	68.7	15.2	66.1	14.1	61.3
Informational Text	23	50	14.7	63.9	14.3	62.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 22
 School: George B Weatherbee School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	76	3	4	53	70	17	22	3	4	347	117	3	66	27	3	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										2						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	73	3	4	51	70	16	22	3	4	347	112	4	66	27	4	347	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	12	1	8	3	25	6	50	2	17	342	20	5	30	55	10	342	2210	0	32	48	20	338
No	64	2	3	50	78	11	17	1	2	348	97	3	73	22	2	347	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	76	3	4	53	70	17	22	3	4	347	117	3	66	27	3	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	12	0	0	9	75	2	17	1	8	347	20	0	60	30	10	344	5450	1	49	39	11	341
No	64	3	5	44	69	15	23	2	3	348	97	4	67	27	2	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	76	3	4	53	70	17	22	3	4	347	117	3	66	27	3	346	13581	2	62	30	7	344
Gender																						
Female	35	3	9	27	77	4	11	1	3	349	58	5	71	22	2	348	6567	3	65	27	5	345
Male	41	0	0	26	63	13	32	2	5	346	59	2	61	32	5	345	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										16	0	44	50	6	340	2004	0	37	49	14	339
No	76	3	4	53	70	17	22	3	4	347	101	4	69	24	3	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	76	3	4	53	70	17	22	3	4	347	117	3	66	27	3	346	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 22
 School: George B Weatherbee School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	3	100	0	0	338	4	0	20	60	20	336	6	0	43	39	18	340
B. less than one hour	88	3	5	47	73	12	19	2	3	348	87	4	69	25	2	347	79	2	65	28	5	345
C. one to two hours	7	0	0	4	80	1	20	0	0	350	8	0	67	33	0	346	12	2	60	31	7	344
D. more than two hours	1	0	0	0	0	1	100	0	0	336	1	0	0	100	0	336	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	2	6	22	71	6	19	1	3	349	41	4	70	23	2	348	29	3	62	28	7	345
B. They match some of what I have learned.	48	1	3	24	67	10	28	1	3	347	48	4	59	34	4	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	8	0	0	4	67	1	17	1	17	344	8	0	67	22	11	344	15	1	56	34	9	343
D. There is no match.	3	0	0	2	100	0	0	0	0	352	3	0	100	0	0	351	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	2	6	22	71	6	19	1	3	348	38	7	66	23	5	348	42	3	67	24	6	346
B. good	46	1	3	24	71	7	21	2	6	347	47	2	70	24	4	347	46	1	62	32	5	344
C. fair	9	0	0	4	57	3	43	0	0	345	11	0	54	46	0	344	10	0	48	42	10	341
D. poor	3	0	0	1	50	1	50	0	0	344	3	0	25	75	0	341	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	12	1	11	4	44	4	44	0	0	345	14	6	44	50	0	344	22	1	48	38	12	341
B. about the same as my regular schoolwork	66	2	4	39	80	8	16	0	0	349	64	4	72	24	0	348	57	2	68	26	4	346
C. easier than my regular schoolwork	22	0	0	8	50	5	31	3	19	343	22	0	60	24	16	344	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	8	0	0	1	17	5	83	0	0	339	9	0	30	70	0	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	49	2	6	28	78	5	14	1	3	349	54	5	71	21	3	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	42	1	3	22	71	6	19	2	6	348	37	2	67	26	5	347	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	21	2	13	10	63	4	25	0	0	349	21	8	63	25	4	347	19	3	65	27	6	346
B. 20 minutes to an hour	48	0	0	29	81	6	17	1	3	348	50	2	76	21	2	348	47	2	68	25	5	346
C. less than 20 minutes	23	1	6	9	53	6	35	1	6	346	22	4	46	46	4	345	19	1	56	35	8	343
D. I rarely read at home.	8	0	0	4	67	1	17	1	17	344	7	0	63	25	13	344	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	1	6	10	63	4	25	1	6	348	30	3	62	29	6	345	28	1	56	33	9	343
B. six to ten pages	28	1	5	16	76	4	19	0	0	348	25	7	72	21	0	348	23	1	63	29	7	344
C. eleven or more pages	50	1	3	25	68	9	24	2	5	347	45	2	63	31	4	347	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	0	0	1	50	1	50	335	33	0	0	50	50	335						
B.	25	0	0	0	0	1	100	0	0	336	50	0	0	100	0	338						
C.	0										0											
D.	25	0	0	1	100	0	0	0	0	350	17	0	100	0	0	350						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 22
School: George B Weatherbee School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	15	17	22	15	1295	9
	2006-2007	19	18	25	15	1985	14
	2007-2008	24	32	36	31	2277	17
	Cum. Total*	58	22	83	20	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	48	56	79	55	6852	49
	2006-2007	60	58	95	58	6990	51
	2007-2008	38	50	57	49	6764	50
	Cum. Total*	146	55	231	54	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	15	17	30	21	4081	29
	2006-2007	23	22	39	24	3673	27
	2007-2008	11	14	20	17	3504	26
	Cum. Total*	49	18	89	21	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	8	9	13	9	1638	12
	2006-2007	2	2	5	3	1193	9
	2007-2008	3	4	4	3	1044	8
	Cum. Total*	13	5	22	5	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.7	71.3	10.5	70.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.9	77.9	10.9	77.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.6	72.0	3.2	64.0
Cluster 4: Patterns	14	29	10.2	72.9	9.9	70.7	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 22
 School: George B Weatherbee School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	76	24	32	38	50	11	14	3	4	355	117	31	49	17	3	354	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										2						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	73	23	32	37	51	10	14	3	4	355	112	31	48	17	4	354	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	12	2	17	5	42	2	17	3	25	343	20	10	45	25	20	342	2208	6	35	37	21	338
No	64	22	34	33	52	9	14	0	0	357	97	35	49	15	0	356	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	76	24	32	38	50	11	14	3	4	355	117	31	49	17	3	354	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	12	5	42	5	42	0	0	2	17	357	20	30	40	20	10	351	5452	9	45	33	12	343
No	64	19	30	33	52	11	17	1	2	354	97	31	51	16	2	354	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	76	24	32	38	50	11	14	3	4	355	117	31	49	17	3	354	13584	17	50	26	8	347
Gender																						
Female	35	10	29	19	54	5	14	1	3	354	58	29	50	19	2	353	6565	15	49	27	8	347
Male	41	14	34	19	46	6	15	2	5	355	59	32	47	15	5	354	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										16	6	50	44	0	343	2004	5	39	41	15	339
No	76	24	32	38	50	11	14	3	4	355	101	35	49	13	4	355	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	76	24	32	38	50	11	14	3	4	355	117	31	49	17	3	354	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 22
School: George B Weatherbee School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	1	33	1	33	339	4	0	20	60	20	339	6	9	40	33	18	340
B. less than one hour	88	21	33	34	53	9	14	0	0	356	87	32	52	15	1	355	79	18	52	24	6	348
C. one to two hours	7	1	20	3	60	1	20	0	0	356	8	22	56	22	0	351	12	16	48	27	8	347
D. more than two hours	1	0	0	0	0	0	0	1	100	316	1	0	0	0	100	316	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	16	42	16	42	6	16	0	0	358	50	40	43	16	2	356	37	22	50	22	6	350
B. They match some of what I have learned.	39	6	21	15	52	5	17	3	10	351	41	23	49	21	6	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	1	20	4	80	0	0	0	0	352	7	13	75	13	0	350	12	9	44	36	11	342
D. There is no match.	4	0	0	3	100	0	0	0	0	346	3	0	100	0	0	346	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	15	47	13	41	4	13	0	0	360	44	47	38	13	2	359	39	25	48	20	7	350
B. good	44	4	13	21	70	5	17	0	0	351	44	17	64	19	0	351	46	14	52	27	7	347
C. fair	7	0	0	3	60	1	20	1	20	344	10	9	55	27	9	346	12	8	49	35	9	343
D. poor	1	0	0	0	0	1	100	0	0	338	2	0	50	50	0	341	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	1	10	5	50	3	30	1	10	344	12	21	43	29	7	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	55	12	29	22	54	6	15	1	2	355	62	29	51	17	3	353	59	18	53	24	5	349
C. easier than my regular schoolwork	32	10	42	11	46	2	8	1	4	359	26	37	47	13	3	357	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	8	30	12	44	6	22	1	4	354	38	30	41	25	5	351	32	13	47	30	10	345
B. two or three days a week	32	10	42	11	46	3	13	0	0	360	34	36	51	13	0	358	30	20	52	23	5	349
C. two or three times each month	19	2	14	11	79	0	0	1	7	350	16	22	67	6	6	351	19	20	53	21	6	350
D. never or almost never	12	3	33	4	44	2	22	0	0	353	12	29	50	21	0	351	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	7	1	20	3	60	1	20	0	0	347	9	20	50	30	0	347	7	5	34	40	20	338
B. two or three days a week	27	4	20	15	75	0	0	1	5	356	28	22	63	9	6	354	18	15	50	27	8	346
C. two or three times each month	32	9	38	9	38	6	25	0	0	356	30	32	44	24	0	355	28	21	53	21	4	350
D. never or almost never	34	9	36	11	44	4	16	1	4	354	33	39	42	16	3	354	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	1	20	2	40	2	40	0	0	349	9	20	50	30	0	349	16	8	42	36	13	342
B. 30–45 minutes	20	3	20	10	67	2	13	0	0	352	20	22	61	17	0	353	30	14	53	26	7	347
C. 45–60 minutes	16	4	33	7	58	1	8	0	0	358	28	34	53	13	0	355	32	22	51	22	5	350
D. more than 60 minutes	57	15	35	19	44	6	14	3	7	355	43	33	43	18	6	354	22	20	49	23	7	349
Optional school/SAU question																						
A.	50	0	0	0	0	1	50	1	50	331	33	0	0	50	50	331						
B.	25	0	0	0	0	1	100	0	0	328	50	0	0	100	0	327						
C.	0										0											
D.	25	1	100	0	0	0	0	0	0	362	17	100	0	0	0	362						